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A Study about Career Planing and Academic Performance

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Section I

Section I Subsection I

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Introduction

- Lots of career planning classes

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- Heard of the importance of career planning

Introduction

- Lots of career planning classes
- Heard of the importance of career planning
- Many people attach great importance to it

Introduction   Methods   Results   Discussion   Strengths and Weaknesses   References
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Introduction

- Lots of career planning classes
- Heard of the importance of career planning
- Many people attach great importance to it

Dose it really work?

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Methods
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Section I Subsection II

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Strengths and Weaknesses
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Study Question

Is career planing really correlated with academic success?

Significance

- Discover the relationship between career planning and academic success
- Help students to understand whether it is important to have career planning

Section II

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Methods

• Literature study

- Literature study
- Send Questionnaire

- Literature study
- Send Questionnaire
- Data analysis

Section II Subsection I

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Sample Size

Valid Questionnaires: 40

Total Questionnaires: 42

Evaluation of Career Planing

1. Have you ever thought about what kind of occupation you want to go in for in the future?(eg. I want to pursue a career in biology, physics or linguistics)

2. You feel that your planning is manageable and doable. Besides, you are confident on the career planning and will not give up in a short period of time. (eg.some students major in bioengineering are quite confused with their future planning)

3. You know exactly what you are eager to do and is able to generalize what it is in one sentence or you have no idea about the specific jobs but have a sketch of what to do in the future (eg.I want to be a police to successfully thwart a gang of drug traffickers)

Evaluation of Career Planing

4 Youre considerably clear about what skills you should grasp so as to achieve your goal

5 In order to grasp those skills discussed above, you have a well-planned scheme of learning (eg. I have to grasp A in this semester or have a proficient command of B in the duration of your undergraduate stage)

6 The learning scheme mentioned above has become an indispensable part of your daily life, which makes you energetic and have a sense of fulfillment as well as getting closer to your target.

Evaluation of Academic Performance

7 Objectively speaking, if asked to grade yourself according to your academic performance, which choice below is the best one that conforms to your self-estimation?:

     A Excellent, Im the king.

     B Good enough but not perfect

     C Not that good but acceptable

     D There is a long way to go

     E Terrible, I dont want to mention that

     F Sorry, life is hard

Section III

Section III Subsection I

Conclusion

Horizontal contrast
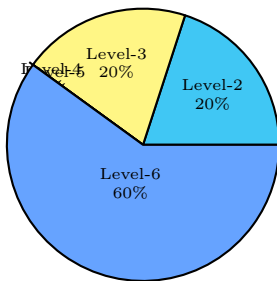
Figure 1: Excellent, Im the king
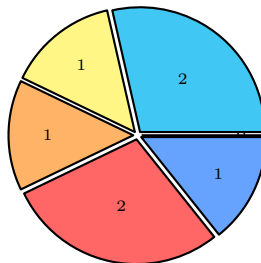
Figure 2: Good enough but not perfect
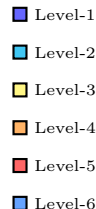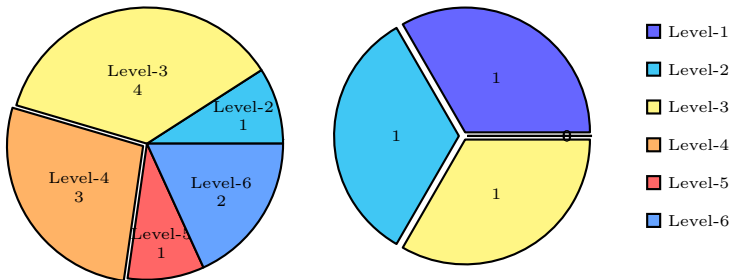
Horizontal contrast

Figure 3: Not that good but acceptable

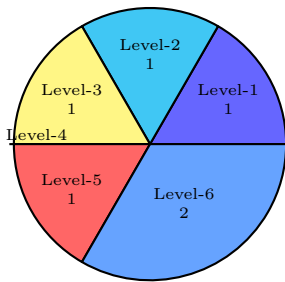Figure 4: There is a long way to go

Horizontal contrast

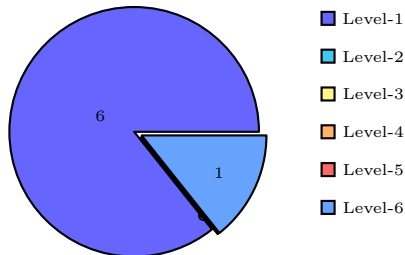Figure 5: Terrible, I dont want to mention that

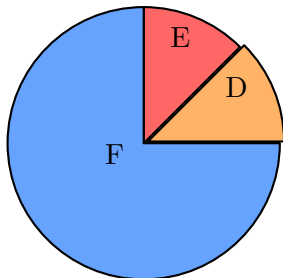Figure 6: Sorry, life is hard

Longitudinal contrast
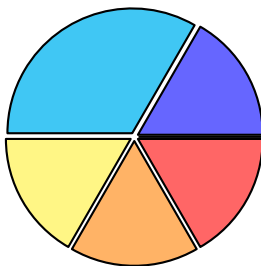

Figure 7: Level-1

Figure 8: Level-2

A
B
C
D
E
F

Longitudinal contrast
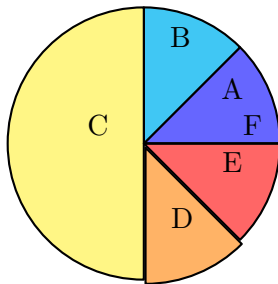

Figure 9: Level-3

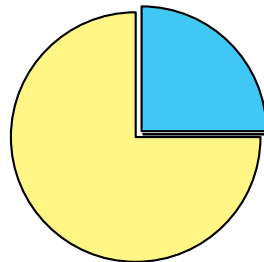Figure 10: Level-4

Longitudinal contrast

Figure 11: Level-5
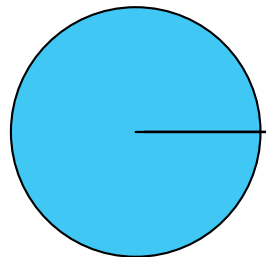
Figure 12: Level-6

Section III Subsection II

Conclusion
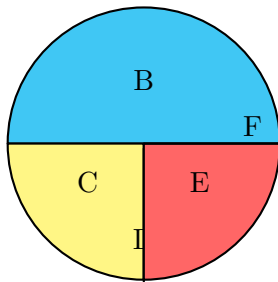
Horizontal Analysis

- In Figure 1, top students are highly possible to have a good career plan.

Horizontal Analysis

- In Figure 1, top students are highly possible to have a good career plan.

- In Figure 6, the students who are not good at study are not good at career plan either.

Horizontal Analysis

- In Figure 1, top students are highly possible to have a good career plan.
- In Figure 6, the students who are not good at study are not good at career plan either.
- In Figures 2 to 5, the students in the middle do not show a clear tendency.

Longitudinal Analysis

- In Figure 7, the students with the worst
  career planing perform poorly in academic.

Longitudinal Analysis

- In Figure 7, the students with the worst career planing perform poorly in academic.

- In Figures 8 and 9, there is no obvious tendency.

Longitudinal Analysis

- In Figure 7, the students with the worst career planing perform poorly in academic.

- In Figures 8 and 9, there is no obvious tendency.

- In Figures 10 to 12, the students with the best career planing perform pretty well in academic.

- Self-efficacy expectations are related to indices of academic performance behavior as well as vocational interest and range of perceived career options.[1]

Conclusion of Previous Studies

- Self-efficacy expectations are related to indices of academic performance behavior as well as vocational interest and range of perceived career options.[1]

- A career planing course does have a positive impact on academic performance.[2]

Conclusion of Previous Studies

- Self-efficacy expectations are related to indices of academic performance behavior as well as vocational interest and range of perceived career options.[1]

- A career planing course does have a positive impact on academic performance.[2]

- A systematic advisement system would enhance opportunities for student academic success.[3]

Section IV

Section IV Subsection I

Our Findings

- Excellent or terrible ⇒ Strongly positively correlated
- Others ⇒ No explicit correlation

Section IV Subsection II

Reason Behind

Why no explicit correlation in the middle? (In Section 1)

Reasons Behind

- Academic performance evaluation ⇒ compartively subjective

Reason Behind

Why no explicit correlation in the middle? (In Section 1)

Reasons Behind

- Academic performance evaluation ⇒ compartively subjective

- Career planing evaluation ⇒ compartively objective (scales)

Reason Behind

Why no explicit correlation in the middle? (In Section 1)

Reasons Behind

- Academic performance evaluation ⇒ compartively subjective
- Career planing evaluation ⇒ compartively objective (scales)
- Each person has his own standards

Section IV Subsection III

Further Discussion

- No Inferiority

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Further Discussion

- No Inferiority
- No Superiority

- No Inferiority
- No Superiority
- A Good Choice (hope and motivation)

- No Inferiority
- No Superiority
- A Good Choice (hope and motivation)
- Reconsider

Section V

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  Strengths
  Weaknesses

⑥ References

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Strengths

- Comprehensive evaluation

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Strengths

- Comprehensive evaluation
- Quantitative analysis

Strengths

- Comprehensive evaluation
- Quantitative analysis
- Practical significance

Section V Subsection II

Weaknesses

- Small sample size
- The data of academic performance is not accurate enough

Section VI

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Introduction
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Strengths and Weaknesses
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Thanks![4]